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Writing- Our First Grade Community

Jeanine Capitani
jeanine.capitani@gmail.com

Harliv Kaur
kaurh@ekhla.org

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Unit: Writing- Our First Grade Community

Grade: 1

Stage 1: Desired Results

Understandings

Students will understand that...

- Our personal stories matter and sharing them influences and helps to build the community around us.
- Writing is an essential way that people share ideas and communicate.

Essential Questions

- What is a community?
- How does learning about others help us build a community?
- What do writers write about?
- Why is it important to share our stories with each other?

Knowledge & Skill

(TEKS)

1.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text

- 1.17 (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)
- 1.17 (B) develop drafts by sequencing ideas through writing sentences
- 1.17 (C) revise drafts by adding or deleting a word, phrase, or sentence
- 1.17 (D) edit drafts for grammar, punctuation... using a teacher-developed rubric
- 1.17 (E) publish and share writing with others

1.20 Oral and Written Conventions/Conventions.

Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

- 1.20 (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future)
 - (ii) nouns (singular/plural, common/proper)
- 1.20 (B) speak in complete sentences with correct subject-verb agreement

1.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Stage 2: Assessment Evidence

Performance Task:

- Students will be able to use appropriate subjects and predicates to create a five sentence paragraph “All About Me” that will be put into a class book, “Our First Grade Community”. Students will write legibly with appropriate capitalization, punctuation, and letter spacing. Students will illustrate a picture that matches their writing. Students will read their writing out loud to the class.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Bell ringers (warm up activities at the beginning of the class)
- Exit tickets (quick assessments or evidence submitted at the end of the lesson/class period)
- Worksheets from the <https://www.superteacherworksheets.com/> website (you will need to create an account to log in)
 - (WS #1) Noun Cut & Glue (FREE- attached)
 - (WS #3) Action Verb Worksheet (FREE- attached)
 - (WS #4) Action Verb Poem: “Play!” page 2 as a Quiz (A preview version is available online)
 - (WS #5) Action Verbs 1 (FREE- attached)
 - (WS #6) Action Verb Worksheet #2 (A preview version is available online)
 - (WS #10) Subject Predicate (Easy) (FREE- attached)
 - (WS #11) Cut & Glue Subject/Predicate Activity (A preview version is available online)
 - (WS #15) Hamburger Paragraph Writing Version 3 (A preview version is available online)

The following worksheets are attached:

- Worksheets from [Teaching Beginning Writing](#), by Jo Fitzpatrick (1999)
 - *attached below:
 - (WS #7) “Who” Picture Cards (p. 78) & “Doing What” Picture Cards (p. 82)
 - (WS #8) Build a Sentence (p. 76)
 - (WS #9) Flip-Open Fun (p. 90)
 - (WS #2) Worksheet: Nouns
 - (WS #12) Quiz: Create Your Own Subjects and Predicates
 - (WS #13) Hamburger Visual
 - (WS #14) All About Me Brainstorming
 - (WS #16) All About Me Rubrics
 - (WS #17) All About Me Final Draft

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

- Teach verbs/nouns
- Teach subject/predicate
- Teach hamburger model for paragraph writing
- Students will write a paragraph about themselves using appropriate subjects/predicates and draw an illustration to create a class book.
- Students will present their section of the book to the class.

Day 1

- Begin by asking the EQ: What is a community? Discuss as a class.
- Then ask EQ: How does learning about others help us build community? Students will do a “think-pair-share”.
- In journal, students will write about what they think a community is. They will draw a picture to go along with their idea.

Day 2

- Ask “How do we get to know each other?” On the board, generate leading story prompts (ex. Tell me a story about: family, pets, summer, likes, dislikes, significant events in their lives, etc.)
- The teacher will model out loud: If I’m going tell a story about my family, here is what I think about... The teacher will tell their story. Then tell the students they are going to share their own stories about one of the topics on the board.
- Pair the students up 3-4 different times, and each time they will ask one of the questions on the board and share their experiences. **The teacher will discreetly listen and make a list of the nouns the students say (at least 10).**
- Tell students: When we tell stories, we don’t just tell them orally, we write them as well. Tell students we are going to be writing stories about ourselves in the next few days. Today we only got to hear a few people’s stories, but we will eventually hear everyone’s story.
- Introduce nouns: they describe people, places, and things. Tell students you made a list of the nouns that they came up with while telling their stories. Share them with the class. Have the students identify which category the noun belongs to (person, place, or thing).

Day 3

- Bell Ringer: Students must identify 5 nouns that describe a person, place or thing around the classroom/school.
- Tell the students that when we tell our stories, whether or not we are speaking or writing, we need to talk in a complete sentence. Teacher will give an example of a complete sentence, then give an example of a sentence that does not make sense. Explain that we have to use sentences well when we are speaking and writing, which allow us to tell our stories better.
- Orally, as a class, have students make a list of complete sentences and incomplete sentence.
- Tell students now we are going to learn more about nouns to help us with our writing.
- Complete WS #1 independently to sort the nouns into the different categories. Students will then do nouns WS #2 as an exit ticket to determine progress.

Day 4

- Ask the EQ: What do writers write about? With a shoulder partner, they will come up with 3 ideas and use white board markers to write their ideas down on their desk.
- Discuss as a group what writers write about and why. How does our writing help us learn more about each other? Explain we are going to continue to learn more about our peers.
- In journal, write down 5 things that you did during the summer (words, phrases, sentences acceptable). Share as a class, and explain that those actions are verbs, which allow us to share things we have done in our lives.
- Introduce verbs. Play a game of “what’s a verb”. Give students a verb and have them act out the action (ex- run, jump, sing, sit...etc.).
- Do Verb WS #3 side 1 as classwork. Side 2 will be given as homework.
- Exit Ticket: In journal, write a sentence about something one of their friends did over the summer. The student must circle the action verb in their sentence and draw a picture to go with it. They will share with the class to continue working on building our community and sharing our stories.

Day 5

- Review what a verb is and how they can help us tell our own personal stories. Have 4 students give an example sentence with a noun and a verb that tell about their family. The rest of the class will identify the nouns and verbs.
- In groups, have students do Verb WS #4 (side 1) and read the poem. Then, have students do side 2, create your own verb poem, by themselves as a quiz.

Day 6

- Begin by teacher telling a story about an important event in their life. Teacher will model writing their sentence on the board. Have the class identify the nouns and verbs. **Keep the sentences on the board.**
- Introduce Subjects and Predicates. Have 1-2 students come up to the front and give them a task to act out. (Ex- one student throws a ball to the other student). Have the class tell who the sentence is about (the subject) and what they are doing (the predicate) and write the sentence on the board, identifying the subject and predicate (underline subject once and predicate twice).
- Now, go back to the sentences the teacher created at the beginning of class about an important event. Have the students identify the subject (teacher will underline once) and the predicate (teacher will underline twice).
- Hand out Subjects & Predicates WS #6. As a class, do #1-4. Have students first circle the verb, before finding the predicate (underline the predicate twice). Then, in groups of 2, have students complete the rest of the page.
- Homework: complete Verb WS #5. Do the first two together as a class, then students will complete 5 more (of their choosing) for homework.

Day 7

- Activity: Pre-cut the “Who” and “Doing What” Picture Cards (WS #7). In groups of 4, students will sort the pictures into two groups. Ask them what the groups represent. (They should be able to identify the nouns and verbs). The teacher will ask someone in the class to hold up a noun. Then, the teacher will ask someone to hold up a verb. Then, the teacher will ask the class to finish the predicate. The teacher will write the sentence on the board. (Repeat as needed)
- After writing the sentences, ask the class who has done each “doing what” card to add to our collective knowledge about each other and building our community. (ex- who has flown in an airplane?, who has played hide and seek?)
- Review Subjects & Predicates. Use the “Build a Sentences” (WS #8) worksheet to show how subjects and predicates go together. Students will do the “Flip-Open Fun” worksheet (WS #9). Explain that they will pick a noun (their subject) and a verb that tells something about themselves. Then, they will need to come up with their own predicate. They will draw pictures on the worksheet and write their sentence.

Day 8

- Bell Ringer: On the board, make a T-Chart of “Who” and “Doing What”. For the “Who” category, ask 5 students to give an example of a “who” in their life and write them down. For the “Doing What” category ask 5 more students that also have that “who” in their life, and have the student tell the class something that person does, and write it down (ex- “who”- grandma, “doing what”- makes cookies). Remind students that writers write in complete sentences, and have them identify the subject and predicate.
- Orally: Ask students what they have learned about their peers’ personal stories. The teacher will record their answers (keep for later). Remind students to speak in a complete sentence and ask for their help with capitalization and punctuation (write everything in lower case to begin with).
- Tell the students we will now continue to work on identifying subjects and predicates. Do WS #10 Subject Predicate (Easy). On each side, complete the first 3 together as a class (front side reviews subjects, back side reviews predicates). Students will then complete #4-6 on each side on their own. Students will complete #7-9 for homework.

Day 9

- Teacher will use the personal stories from Day 8. Project them on the board and have students identify the nouns/verbs and subjects/predicates.
- Activity: In groups of 4, students will complete WS #11 “Cut & Glue Subject/Predicate Activity”. Remind students that sentences begin with a capital and end with a period. Once they have made their sentences, they will glue them onto a piece of construction paper.
- Quiz: Create Your Own Subjects and Predicates (WS #12). Tell the students their sentences should express their own personal stories.

Day 10

- Introduce that we are now going to start putting our sentences into paragraphs so that we can learn more about each other and add more details to our personal stories.
- Use the “Hamburger Visual” (WS #13) (print in color on cardstock or display on the board) and discuss how to put sentences together to make a paragraph about a certain topic. Explain that you start with a topic (the top bun), then add supporting details (the lettuce, tomato, and the meat), then you end with a conclusion (the bottom bun).

- Explain that we are going to be writing our own paragraphs, “All About Me”, that we will put together as a class to make a community book.
- As a class, discuss the EQ: why it is important to share our personal stories with each other? The teacher will then share their personal “All About Me” example.
- Have the students identify the specific hamburger parts in the teacher’s “All About Me” example.
- Exit Ticket: Journal about why it is important to share our stories.

Day 11

- Begin by reminding students that we are going to be writing a paragraph to share our own personal stories. Review the parts of a paragraph.
- Students will complete WS #14 “All About Me Brainstorming”. Explain that each of the bubbles will represent a supporting detail about themselves for their paragraph. When finished, they will go to the teacher to get their work edited. Teacher will keep the Brainstorming worksheet as they will use it on Day 12.

Day 12

- Hand out WS #15 “Hamburger Paragraph Writing”. Explain that the wording is a little different, but they mean the same thing as the Hamburger Visual. Hand out WS #16 “All About Me Rubric for Students” (page 2 only). Read what the students will be expected to do on their graphic organizer. Have students repeat the requirements before starting on the draft.
- Students will use their Brainstorming worksheet to fill in their graphic organizer. Have students write their topic sentence, and then teacher asks a few students to share out loud. Then, students will fill out the rest of their sentences. Remind them they must begin with a subject, write a verb, and finish with the rest of the predicate.
- Teacher will rotate around the room, helping to provide editing as they go. It is okay to accept invented spelling for longer new nouns, but verbs and familiar nouns should be spelled correctly.

Day 13

- Students will write their Final Draft on WS #17 using their edited/revised graphic organizer. Remind students to check their Rubric to make sure they did everything correctly. When they finish writing, they will draw their picture.

Day 14

- Teacher will have put the “All About Me” pages from the class into one book titled “Our First Grade Community”. The teacher will begin by reading their personal “All About Me” page, then each student will come up to read their own page. Teacher will grade each student on their presentation using the Rubric (page 1, WS #15).

Day 15

- Closing Activity: students will write a journal entry answering the EQ: Why is it important to share our stories with each other?
- Share as a class.

Notes to teachers regarding accommodations

- The final project can be accommodated for students with IEP goals surrounding writing/letter formation. The teacher can scribe the student’s sentences. As they say their sentences, the teacher will write everything in lower case without punctuation. At the end, have the students identify the capital letters and where to put appropriate punctuation. Students will then copy the 5 sentences onto their own paper. Remind students to write the letters with the correct size and direction.
- The worksheets can be accommodated for students with IEP goals surrounding reading. The teacher can read the directions to the student as well as read the questions and answer choices. The student would then identify the correct answer.

Extension Activities

- If there are multiple first grade classes in the school, the classes can get together and read their First Grade Community Books to each other.
- After sharing their final project, students can go into another classroom (example- to the 4th/5th grade) and share their First Grade Community Book with the older students.